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ABSTRACT

Developed in West Virginia as part of a statewide effort to improve reading achievement through a competency based staff development program, this inservice instructional packet on reading readiness is one of five designed to present classroom teachers with the essential competencies and learner outcomes involved in developmental reading. The materials in this packet offer participating teachers knowledge of reading readiness skills, practice in synthesizing formal and informal data for beginning readiness skills at the classroom level, and assistance in developing a personalized plan for beginning readiness instruction which includes instructional decisions and preassessment, instructional strategies, and record keeping and evaluation. The packet also contains guidelines for conducting the inservice program; the gestalt, rationale, objectives, and schedule for the program; a self-evaluation record; transparencies on readiness; and an evaluation record for the inservice program. (MAI)

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Interfacing Essential Competencies and Learner Outcomes With Developmental Reading: Program For Improving Reading Achievement

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Readiness: Inservice Mini-Package For Teachers

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TABLE OF CONTENTS

	PAGE
GUIDELINES FOR CONDUCTING COMPETENCY-BASED INSERVICE	iii
GESTALT OF MINI-PACKAGE	ix
INTRODUCTION	1
RATIONALE	3
OBJECTIVES	4
PROPOSED INSERVICE SCHEDULE	5
PREASSESSMENT	6
TERMINAL OBJECTIVES	9
1.0 Readiness Skills	9
2.0 Readiness Test Data	16
3.0 Readiness Personalized Plan	33
SELF-EVALUATION RECORD	50
EVALUATION - OBJECTIVE MASTERY CHART	52
BIBLIOGRAPHY	53
APPENDIXES	
A. READINESS SKILLS - TRANSPARENCIES	54
B. INDICATORS OF EFFECTIVE INSERVICE: INSTRUCTIONAL PACKAGES	61

Materials Needed

- Attitude Feedback Forms (AFF)
- Overhead Projector
- Transparencies
- Transparencies (Acetate Sheets)
- Documents:
    - Mini-Packages:

      (Select the one to be used for the inservice program.)

        - Word Recognition: Inservice Mini-Package for Teachers
        - Comprehension: Inservice Mini-Package for Teachers
        - Work and Study Skills: Inservice Mini-Package for Teachers
        - Readiness - Inservice Mini-Package for Teachers
        - Recreational and Personal Development Reading: Inservice Mini-Package for Teachers
    - Indicators of Effective Inservice: Instructional Packages
    - Essential Competencies and Learner Outcomes: K-8, Reading
- No. 2 Pencils
- IBM Answer Sheets
- Postassessment (Posttest)

Steps to Follow in Conducting Workshop

1. Registration and Orientation
    - Registration

      The following information should be secured on a registration form:

Participant's Name _____

Title _____

County/School _____

Date _____

- Orientation
  - Rationale - Read verbatim package rationale and include local rationale and needs assessment data. Explain the importance of the competency-based staff development workshop
  - Objectives - Read verbatim terminal objectives so that participants will know the specific intents of the competency-based staff development workshop
  - Proposed Inservice Schedule -
    - Explain the Proposed Inservice Schedule and timeline (timeline altered to meet local needs)
    - Explain the Table of Contents
      - Gestalt of Package
      - Introduction
      - Rationale
      - Terminal Objectives and Enabling Objectives
      - Preassessment (Pretest)
      - Attitude Feedback Form
      - Self-Evaluation Record
      - Evaluation - Objective Mastery Chart
      - Appendixes
      - Indicators of Effective Inservice: Instructional Packages

Guidelines for Conducting Competency-Based Inservice (continued)

II. Preassessment (Pretest)

- Use No. 2 pencil and IBM Machine-Scorable Answer Sheets
- Use "Directions for Completing the Machine-Scorable Answer Sheets"
- Return completed Machine-Scorable Answer Sheet to Glen Cutlip, Curriculum Development Specialist, Reading K-12, West Virginia Department of Education, Capitol Complex, Building 6, Room 338, Charleston, West Virginia 25305

III. Self-Evaluation Record and Evaluation - Objective Mastery Chart

- Explain the use of the Self-Evaluation Record by the workshop participant
- Explain the use of the Evaluation - Objective Mastery Chart by the workshop leader and the small group leaders

IV. Attitude Feedback Form

- Explain the use of the Attitude Feedback Form
- Collect and compile data from Attitude Feedback Forms
- Present synopsis of data if you desire to Glen Cutlip, Curriculum Development Specialist, Reading K-12, West Virginia Department of Education, Capitol Complex, Building 6, Room 338, Charleston, West Virginia 25305

V. Instruction

- Follow package as designed
- Use large group, small group, and independent study techniques as called for in the package

VI. Postassessment (Posttest)

- Request copies of postassessments (posttests) from Glen Cutlip, Curriculum Development Specialist, Reading K-12, West Virginia Department of Education, Capitol Complex, Building 6, Room 338, Charleston, West Virginia 25305
- Use No. 2 pencil and IBM Machine-Scorable Answer Sheets

- Use "Directions for Completing the Machine-Scorable Answer Sheets"

- Return completed Machine-Scorable Answer Sheets to Glen Cutlip, Curriculum Development Specialist, Reading K-12, West Virginia Department of Education, Capitol Complex, Building 6, Room 338, Charleston, West Virginia 25305

VII. Additional Material Needs or Clarification

- Contact Glen Cutlip, Curriculum Development Specialist, Reading K-12, West Virginia Department of Education, Capitol Complex, Building 6, Room 338, Charleston, West Virginia 25305

VIII. Consultant Services or Technical Assistance

- Contact:

  - State Education Agency

    - Glen Cutlip, Curriculum Development Specialist, Reading K-12, West Virginia Department of Education, Capitol Complex, Building 6, Room 338, Charleston, West Virginia 25305

    - Raymond Brinzer, Curriculum Development Specialist, Language Arts, K-12, West Virginia Department of Education, Capitol Complex, Building 6, Room 338, Charleston, West Virginia 25305

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West Virginia Department of Education
Bureau of Learning Systems
Division of Instructional Learning Systems

A Program for Improving Reading Achievement

DIRECTIONS FOR COMPLETING THE MACHINE-SCORABLE ANSWER SHEETS: MINI-PACKAGES

PART I: (Sheet Vertical) (use a No. 2 pencil)

In the upper left block for fill-in information:

1. Under "School or Organization" write in the name of your school.
2. Under "Name of Test" write in the name of the mini-package (e.g., Comprehension) followed by a dash and one of the following words as instructed by the session leader--"Pretest" or "Posttest" or "Indicators."
3. Under "Date of Test" write in the present month, day, and year.
4. Leave "Grade and Section" blank.

PART II: (Sheet Horizontal)

1. Write in the name of your county in the boxes under "Last Name"; next, darken the correct "oval" under each letter of the county name.
2. In the box and column for your first initial, write in the code letter for the mini-package as per the codification key below. Next, darken the correct "oval" under the code letter you wrote in.

Mini-Package	Code Letter
Comprehension	C
Recreational Reading and Personal Development	P
Readiness	R
Work and Study Skills	S
Word Recognition	W

3. In the box at the top of the "Second Initial" column, write in "M" if you are a male or write in "F" if you are a female. Next, darken the "oval" under either "M" or "F."

PART III: (Sheet Horizontal)

In the "Student Number" section:

1. In the first number column, write in the correct number according to the following code:

   0 = Pretest (A)
   1 = Posttest (B)
   2 = Indicators of Effective Inservice: Instructional Packages (IEIIP) (Evaluation of the actual mini-package utilized by the participant in the inservice)
   3
   ↓ (May be assigned later)
   9

2. In the next two columns (the second and third) write in your correct age in years.

3. In the next two columns (the fourth and fifth) write in your two digit session code which your session leader will give to you. It is _____.

4. In the last four boxes (the sixth through ninth) write in your last four social security numbers or any other random set of four numbers, such as your house street number or the last four digits of your telephone number. Pick a set of four numbers that you will remember easily for other data collection devices.

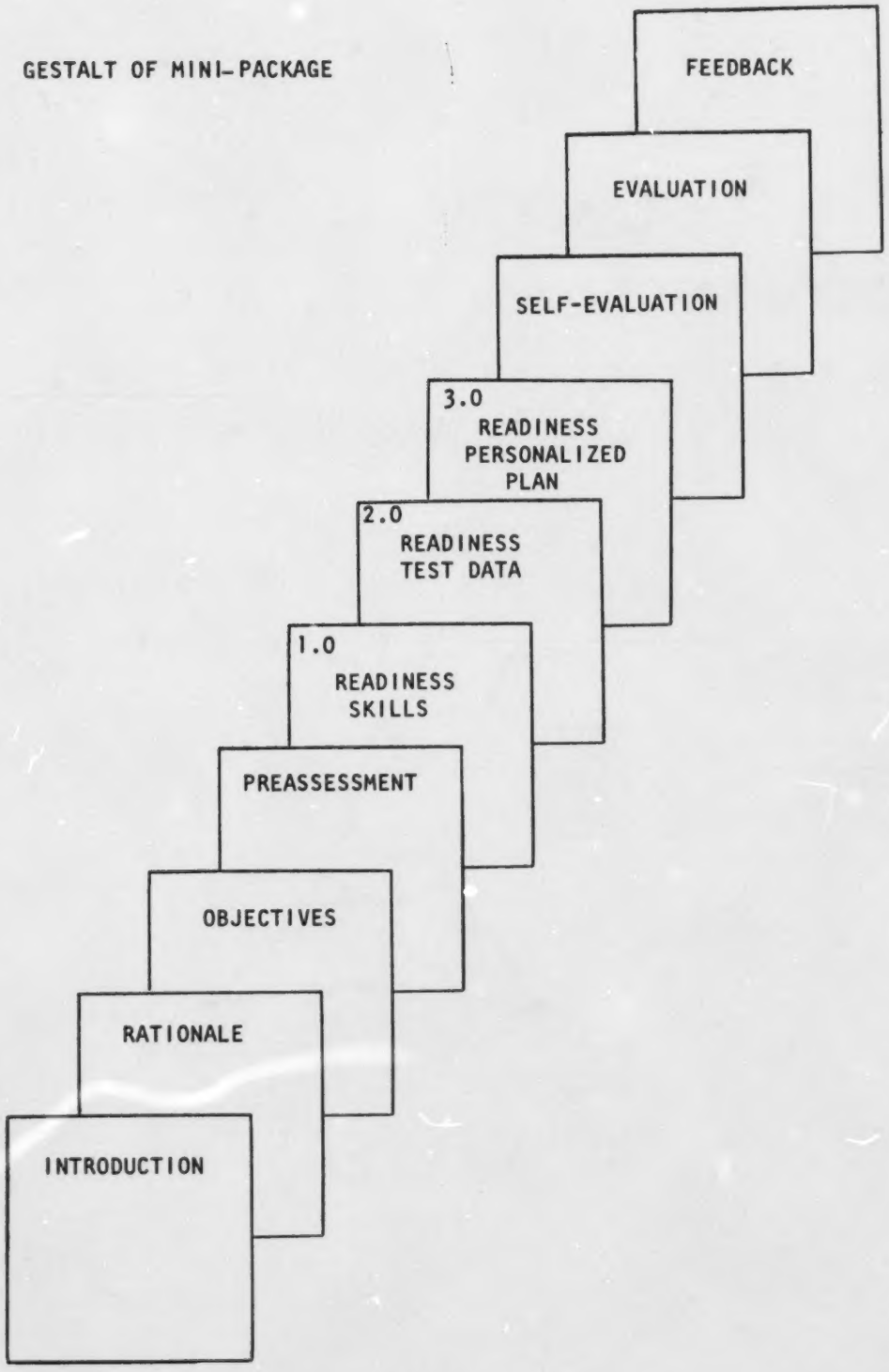
5. Last, darken in the correct "ovals" under each number in this section. Every column should have a number in it; there are no blanks.

PART IV: (Sheet Vertical)

1. Read the "Marking instructions" section (in the square).

2. Fill in the numbered items with your responses.

GESTALT OF MINI-PACKAGE



READINESS: INSERVICE MINI-PACKAGE FOR TEACHERS

Introduction

The West Virginia Board of Education and the West Virginia Department of Education believe the primary purpose of education is the improvement of students' knowledge, attitudes and skills. In February 1975, after a systematic and extensive statewide survey of citizens of West Virginia, the West Virginia Board of Education and the West Virginia Department of Education established seventeen learner goals in four priority levels and formally adopted these goals as the Educational Goals for West Virginia.

Priority Level I of the Educational Goals for West Virginia has one goal:

> "Each individual shall acquire mastery of the skills needed for reading, writing, speaking, perceiving and using numbers."

This priority Level I goal gave impetus to the development of a comprehensive program for improving reading achievement. This major thrust was initiated through the Bureau of Learning Systems and the Division of Instructional Learning Systems.

On June 27, 1975, the State Superintendent of Schools commissioned the Reading Achievement Task Force to produce recommendations for the establishment of a state plan for improving reading achievement. After extensive data collection and data analysis, the Task Force presented the Report of the Reading Achievement Task Force to the State Superintendent of Schools.

On November 14, 1975, the State Board of Education adopted a resolution establishing the teaching of reading and the other communication skills as the highest curricular and instructional priority in the schools. As of December 12, 1975, the State Board adopted A Program for Improving Reading Achievement (PIRA) as the objective process-based model for improving reading achievement. This comprehensive plan (PIRA) is the result of the substantive commitment of the West Virginia Board of Education, West Virginia Department of Education, county boards of education, county education agencies, regional education service agencies, institutions of higher education and classroom teachers.

PIRA outlines five major objectives:

- Establish in West Virginia elementary schools the priority of teaching reading and the other basic communication skills.
- Develop procedures which will insure implementation of teaching practices that will concentrate on reading and the other basic communication skills.
- Provide educational programs which may be utilized by the parent-community for the purpose of becoming knowledgeable regarding the development of reading skills in children.

- Revise standards for training and certifying K-8 personnel.

- Facilitate, coordinate and disseminate assessment, evaluation, and research related to reading achievement in West Virginia.

By resolution, the West Virginia Board of Education and most counties in the State have demonstrated commitment to the five major objectives of PIRA by naming reading as the highest curricular and instructional priority. The West Virginia Department of Education is presently implementing PIRA with Right-to-Read funds and existing resources within the Division of Instructional Learning Systems, Bureau of Learning Systems.

This inservice instructional package, Readiness: Inservice Mini-Package for Teachers, is one of a series of competency-based staff development packages which is designed to raise the competency level of the county reading administrators, principals, and teachers and to help learners meet the challenges of learning to read.

It is believed that these materials will contribute to the improvement of reading achievement in West Virginia.

Joseph C. Basile, II
Director
Division of Instructional
Learning Systems

RATIONALE

This competency-based inservice package in readiness is the first in a series of five mini-packages which are based upon the Instructional Learning Systems Model developed by the Bureau of Learning Systems, West Virginia Department of Education. This readiness package is designed to present teachers with the essential competencies and learner outcomes involved in the developmental reading program. Specifically:

1. To provide knowledge of readiness skills.
2. To assess readiness skill development.
3. To develop a personalized plan for readiness.

The prerequisites for this package include:

1. A knowledge of the reading process and the relationship of readiness to it.
2. A belief that the development of readiness skills varies among learners necessitating the personalization of instruction.
3. A belief that teacher-made activities should supplement the basal reading program.

It is believed that the consequence of this packet will be evidenced in the improved teaching of readiness skills and in increased proficiency of learners in applying readiness skills to reading materials.

READINESS: INSERVICE MINI-PACKAGE FOR TEACHERS

Terminal Objectives

At the conclusion of this inservice, the participant will:

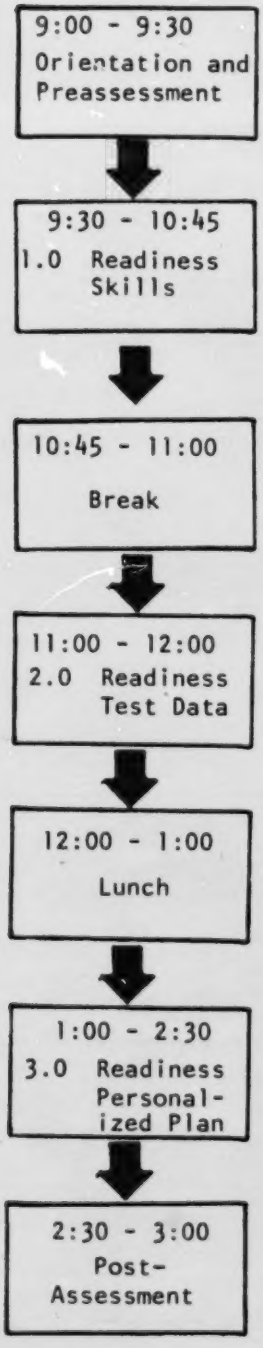
1.0 Demonstrate a knowledge of reading readiness skills.

2.0 Synthesize formal and informal data for beginning readiness skills at the classroom level.

3.0 Develop personalized plan for beginning readiness instruction which includes instructional decisions and preassessment, instructional strategies, and record keeping and evaluation.

Enabling objectives which further define these terminal objectives are listed prior to each section of this inservice component.

PROPOSED INSERVICE SCHEDULE



WEST VIRGINIA DEPARTMENT OF EDUCATION
BUREAU OF LEARNING SYSTEMS
DIVISION OF INSTRUCTIONAL LEARNING SYSTEMS

Preassessment

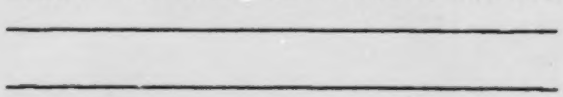
The following questions are examples of teaching or testing items for readiness. Read the items and select from the responses the skill it represents. Place your response in the blank space at the left.

1.1 ____ The ability of the learner to hear similarities and differences between and among two or more sounds is an example of:

a. auditory memory
b. classifying
c. visual discrimination
d. auditory discrimination

1.1 ____ The following activity is an example of which readiness skill?

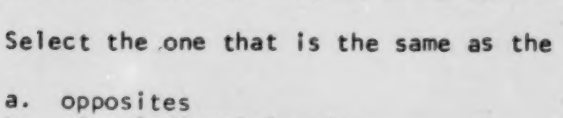
Draw a line from the circle to the star.



a. visual memory
b. eye-hand coordination
c. sequencing
d. gross sounds

1.1 ____ The following activity is an example of which readiness skill?

Select the one that is the same as the one in the box on the left.



a. opposites
b. visual discrimination
c. categorizing
d. hyphenation

2.1 ____ Examine the indicators below and answer the following question:

Learners:	#1	#2	#3	#4
Visual discrimination				
a. concrete objects	+	+	+	+
b. shapes	-/m	-/m	+	+
c. colors	+	+	+	-/n
d. letters	-/m	-/n	-	+
e. numbers	-/m	-/n	+	-

\+ = mastery
\- = non-mastery on initial assessment
-/n = non-mastery after instruction
-/m = mastery after instruction

Preassessment (continued)

2.1 ____ The implication(s) of the above data include:

a. There are varying degrees of general readiness in visual discrimination among the learners.
b. The readiness program in visual discrimination should be taught to these learners by one standard set of procedures.
c. Both a and b.
d. None of the above.

2.2 ____ A letter-rating of D on the Metropolitan Readiness Test indicates:

a. Average - likely to succeed in first grade work
b. Low - chances of difficulty high under ordinary instructional conditions
c. Low normal - likely to have difficulty in first grade work
d. Very low - refer for special education services

2.2 ____ The following example from the Metropolitan Readiness Test represents which subskill:

EX: GO/ GO OG ON

a. copying
b. listening
c. alphabet
d. matching

2.2 ____ Which EC/LO concept from the following list is represented on the Metropolitan Readiness Test?

a. initial consonant sounds
b. numerals
c. gross sounds
d. gross motor skills

3.1 ____ In writing a preassessment item, one should:

a. develop preassessment items for each learner outcome
b. develop preassessment items based upon your knowledge of the correlates of readiness
c. all of the above
d. none of the above

3.2 ____ In planning an instruction strategy the teacher should consider:

a. alternate activities for reinforcement or extension
b. the I.Q. of the student
c. resources needed to accomplish the strategy
d. both a and c

Preassessment (continued)

3.2 _____ In developing instructional strategies, the self-evaluation component is:

a. designed for teacher progress
b. designed for learner progress
c. designed for both teacher and learner progress
d. not necessary for good instructional strategies

3.3 _____ In designing an Individual Skill Chart for Continuous Progress, it is necessary to include:

a. record of class names
b. specific skills or objectives
c. verbal ability scores
d. anecdotal records

3.3 _____ In developing a master chart for pre- and postassessment, it is necessary to include:

a. the learner's age
b. achievement grade equivalency
c. provision for a record of mastery or non-mastery
d. both a and c

1.0 TERMINAL OBJECTIVE

At the conclusion of this section of the inservice, the participant will:

1.0 Demonstrate a knowledge of reading readiness skills.

1.1 After studying definition(s) of reading readiness and reading readiness skills plus illustrative examples of each major readiness category contained in the Essential Competencies/ Learner Outcomes: K-8, the participant will match the readiness skill with the illustrative example.

1.1 DEFINITIONS OF READING READINESS AND READING READINESS SKILLS

Directions: Below are definitions of reading readiness and reading readiness skills. Prior to your reading these definitions, your inservice leader will present an explanation of the major categories in reading readiness via transparencies. (See Appendix A.) Listen to the inservice leader's explanation, read the definitions and complete the exercise which follows.

READING READINESS - encompasses the prerequisite skills for learning to read at any level. Traditionally, readiness is taught formally in beginning reading instruction. Among the factors considered important for reading readiness are general health, maturation, social and economic background, emotional stability, and cognition.

The EC/LO: K-8 include the following skills categories:

A. Visual Motor Tactile Kinesthetic Integration - refers to a learner's ability to coordinate his vision and motor activity.

   1. Eye-hand coordination - ability of the learner to coordinate the movements of the eyes with the hand. Poor eye-hand coordination has been related to poor letter formation.
   2. Left-right progression - ability of the learner to work from the left to the right side of the page.
   3. Directionality - an awareness in the learner of the direction right and left, up and down, etc., outside the body. Directional confusion may be related to reversals in reading.

B. Visual Perception - ability of the learner to receive, integrate, interpret, and retrieve visual stimuli. (Bush and Giles, 1977)

   1. Visual discrimination - ability of the learner to note differences and likenesses among geometric forms, letters, and words.
   2. Visual memory - the ability of the learner to remember objects, events or words seen. (Bush and Giles, 1977)

C. Auditory Perception - ability of the learner to organize the sensory data received through the ear. (Learner, 1971)

   1. Auditory discrimination - ability of the learner to hear similarities and differences between and among two or more sounds. (Gillespie & Johnson, 1974) It includes the discrimination of gross sounds, fine sounds, and rhyming elements.
   2. Auditory Memory - the ability of the learner to remember what one has heard.

Definitions (Continued)

D. Language Development - process of learning to express ideas in oral or written form.

1. Sequencing - ability of the learner to place ideas or events in logical or chronological order.
2. Classifying - ability of the learner to designate classes of things or relationships.
3. Likenesses and differences - ability of the learner to discriminate meaningful sounds in words, concepts, vocabulary and the sequence of words in phrases and sentences.
4. Opposites - ability of the learner to determine polarity.
5. Rhyming - ability of the learner to recognize words with the same ending sound unit.
6. Categorizing - ability of the learner to group objects on the basis of defined characteristics.

E. Gross and Fine Motor Skills

Gross motor - general physical coordination of the learner involving large muscles.

Fine motor - involves the learner's use of eye-hand coordination for specified tasks such as copying, tracing, cutting and writing.

F. Non-Letter Form - ability of the learner to read numerals and other symbols.

G. Listening to Stories - ability of the learner to hear stories which are read and to understand them.

1.1 READING READINESS SKILL SHEET

Directions: Below are examples of reading readiness activities. Read the activity and use the EC/LO: K-8 competency guide and definitions to identify the Reading Readiness skills represented. This can be an individual or group activity. The readiness categories are: Visual Motor Tactile, Kinesthetic Integration, Visual Perception, Auditory Perception, Language Development, Gross and Fine Motor Skills, Non-Letter Forms, and Listening to Stories. Skills are numbered under these categories in the EC/LO: K-8.

---

1. The teacher pronounces the letters B R L F T D and the child repeats them in proper sequence.

1. Category: _____
   Skill: _____

---

2. Have the child mark the word which is the same as the first word
   curtain/ crution cartain curtain

2. Category: _____
   Skill: _____

---

3. The teacher says - "I will tell you a sentence and leave out the last word. Give me a word that rhymes with tree."

   I climbed up a tree and scraped my _____(knee).

3. Category: _____
   Skill: _____

---

4. Have the children identify the following numerals by naming them.

   5 3 7 8 6

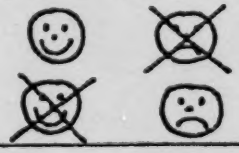
4. Category: _____
   Skill: _____

---

5. Pronounce pairs of words. If the two words sound the same, have the child mark the smiling face. If the two words do not sound the same, have them mark the frowning face.

   Ex. cat sat

   mop mop



5. Category: _____
   Skill: _____

Skill Sheet (continued)

6. Have the child participate in large muscle activity by imitating an action.

   Ex. swimming; hammering a nail; climbing a ladder

6. Category: _____

   Skill: _____

7. Have the child indicate which of the animals are found in the jungle.

   gorilla lion ground hog

   elephant horse polar bear

7. Category: _____

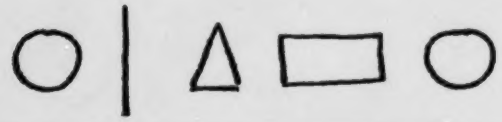
   Skill: _____

8. Ask the child to place his pencil on the line and trace from the dog to the bone.

8. Category: _____

   Skill: _____

9. Ask the students to put an X on the shape that is just like the first one.



9. Category: _____

   Skill: _____

10. Have the child number the pictures according to which occurred first, second, third.

10. Category: _____

    Skill: _____

To determine the accuracy of your responses, check your answers with the Reading Readiness Feedback Sheet on the following page.

1.1 READING READINESS FEEDBACK SHEET

1.	AUDITORY PERCEPTION:	auditory memory
2.	VISUAL PERCEPTION:	visual discrimination
3.	LANGUAGE DEVELOPMENT:	rhyming
4.	NON-LETTER FORMS:	numerals
5.	AUDITORY PERCEPTION:	auditory discrimination
6.	GROSS AND FINE MOTOR SKILLS:	
7.	LANGUAGE DEVELOPMENT:	classifying or categorizing
8.	VISUAL MOTOR TACTILE KINESTHETIC INTEGRATION:	eye-hand coordination or left/right progression
	OR	
	GROSS AND FINE MOTOR SKILLS:	
9.	VISUAL PERCEPTION:	visual discrimination
10.	LANGUAGE DEVELOPMENT:	sequencing

You should have answered at least eight out of ten correctly for mastery of this section. If you did not, review the categories and skills in which you made errors.

Turn to the Self-Evaluation Record and check (✓) your performance on objective 1.1.

TERMINAL OBJECTIVE: 1.0

Program for Improving Reading Achievement

Readiness: Inservice
Mini-Package for Teachers

Attitude Feedback Form (AFF)

Directions: Please complete this form, tear it out of this inservice package, and submit it to your instructional leader.

1. Name one or more strengths of this section of the inservice package.

_____

_____

2. List suggestions for improvement or revision of the content of this section of the inservice package.

_____

_____

_____

3. What do you think about the organization and format of the materials of this section of the inservice package?

_____

_____

_____

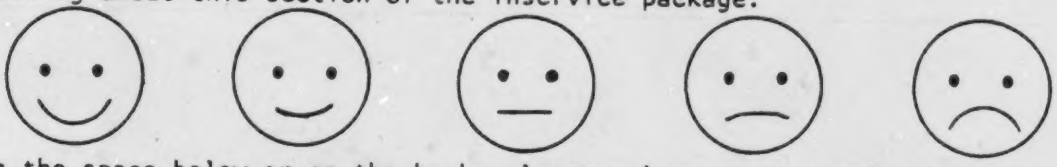
4. What do you think about the objectives and activities of this section of the inservice package? Please respond by identifying the enabling objectives by their numbers.

_____

_____

_____

5. Please circle or otherwise mark the face corresponding to your overall feeling about this section of the inservice package.



6. In the space below or on the back, please write any personal reactions which you feel are important in terms of assessing the value and worthiness of this section of the inservice.

_____

_____

_____

2.0 TERMINAL OBJECTIVE

At the conclusion of this section of the inservice, the participant will:

2.0 Synthesize formal and informal data for beginning readiness skills at the classroom level.

2.1 After studying information regarding the Indicators of Readiness for Beginning Reading for a group of learners, the participants will develop at least three implications of the indicators for classroom instruction.

2.2 After studying information regarding the Metropolitan Readiness Test, the participant will interpret the data by responding to each item on the Metropolitan Readiness Test Study Sheet.

2.1 BEGINNING READING READINESS

Although reading readiness encompasses the prerequisite skills for learning to read at any level, the remainder of this mini-package will concentrate on readiness for beginning reading instruction in grade one.

As a general rule, the kindergarten teacher furnishes information to the first grade teacher about each learner's progress in the areas of perception, motor ability, language ability, and personal/social development.

On the next page you will find a list of Indicators of Readiness for Beginning Reading which a kindergarten teacher might have completed for the learners in his/her program. The indicators are completed for five children for simulation purposes. You are to assume you are the first grade teacher and examine the list of indicators for the purpose of determining the implications the indicators might have for instruction.

2.1 INDICATORS OF BEGINNING READING READINESS

CLASSROOM PROFILE

Directions: Examine the profile which is presented below and continues on the next two pages. A teacher has completed this chart after observing or informally assessing each learner on various indicators for beginning reading. As you scan the material, think about the implications these data might have for instruction.

Code:
0 = not assessed or observed
- = non-mastery on initial assessment
+ = mastery on initial assessment
-/n = non-mastery after instruction
-/m = mastery after instruction

	LEARNERS				
	#1	#2	#3	#4	#5
A. GENERAL HEALTH Do screening techniques indicate that the learner has adequate:					
1. visual acuity	+	-	+	+	+
2. auditory acuity	-	+	+	+	+
3. nourishment	+	-	+	+	+
4. dental care	+	-	-	+	+
5. innoculations	+	+	+	+	+
B. MOTOR ABILITY Does the learner demonstrate:					
6. Gross-motor coordination in activities such as walking, running, skipping, playing games, etc.	-/m	+	+	+	+
7. Fine-motor coordination as seen in cutting, pasting, coloring, tracing, etc.	-/m	-/n	+	-	+
8. Eye-hand coordination	-/m	-/n	+	-	+
9. Directionality (e.g. up-down, near-far, front, back)	+	+	+	+	+
10. Left-right progression	+	+	+	+	+

Indicators of Readiness (continued)

	LEARNERS				
	#1	#2	#3	#4	#5
C. VISUAL PERCEPTION Does the learner demonstrate:					
11. Visual discrimination:					
a. concrete objects	+	+	+	+	+
b. shapes	-/m	-/m	+	+	+
c. color	+	+	+	+	+
d. letter	-/m	-/n	+	-	+
e. number	-/m	-/n	+	-	+
f. figure from ground	-/m	-/n	+	-	+
12. Visual association					
a. object-picture match	+	+	+	+	+
b. sorting	+	+	+	+	+
c. copying designs	-/m	-/n	+	-	+
d. noting incongruencies in pictures	-/m	-/n	+	+	+
13. Visual closure	-/m	-/n	+	+	+
14. Visual memory:					
a. reproductions of shapes, designs, etc.	-/m	-/n	+	-	+
b. recall of letter and number forms	-/m	-/n	+	-	+
D. AUDITORY PERCEPTION Does the learner demonstrate:					
15. Auditory discrimination of similiarities and differences in sounds	+	+	-/m	+	+
16. Ability to rhyme words	+	+	-/m	+	+
17. Auditory closure by grasping a word when only part of a word is given	+	+	-/m	+	+
18. Auditory memory (e.g., recall from memory auditory stimuli)	+	+	-/n	-	+
E. INDICATORS OF LANGUAGE ABILITY Does the learner demonstrate the ability to:					
19. Articulate the language	+	+	+	+	+
20. Form phrases, clauses and/or sentences in appropriate language patterns	+	+	-/n	+	+

Indicators of Readiness (continued)

	LEARNERS				
	#1	#2	#3	#4	#5
21. Display knowledge of word meaning through oral language	+	+	-/n	+	+
22. Form oral sentences which make statements, ask questions, give commands and make exclamations	+	+	-/n	+	+
23. Sequence events	+	+	-/n	-/n	+
24. Classify and/or categorize	-/n	-/m	-/n	-/n	+
25. Discern likenesses, differences and opposites	+	-/n	-/n	+	+
26. Ascertain rhyming elements in words	+	+	-/m	+	+
27. Follow directions	-/n	+	-/m	-/m	+
28. Form sensory images	-/m	+	+	-/m	+
29. Recognize reality and fantasy	-/n	+	+	+	+
30. Identify character feelings	+	+	-/m	+	+
31. Anticipate outcomes	+	+	-/m	+	+
32. Make inferences	-/n	-/n	-/n	+	+
33. Contrast characters	+	+	-/m	+	+
34. Restate the main idea	-/n	-/n	-/n	-/n	-/n
35. Remember specific details	+	+	-/n	-/n	+
F. INDICATORS OF PERSONAL/SOCIAL ABILITY Does the learner demonstrate the ability to:					
36. Share experiences	+	+	-/n	+	+
37. Adjust to change	+	+	+	+	+
38. Accept the responsibility for personal behavior	-/n	+	+	+	-/n
39. Seek help when needed	+	+	+	+	+
40. Work cooperatively with other learners	-/n	+	+	+	-/n
41. Concentrate on a task to completion	-/n	-/m	-/n	-/m	+
42. View himself/herself in a positive way	+	+	+	-/n	+
43. Express feelings	+	+	+	+	+
44. Show aesthetic appreciation	+	+	+	+	+

Go on to the next page and complete the Activity Sheet.

2.1 BEGINNING READING READINESS

ACTIVITY SHEET

Directions: Based upon your examination of the Indicators of Beginning Reading Readiness for a group of learners, list a minimum of three implications for classroom instruction in readiness.

1.

2.

3.

Check your responses with the feedback sheet on the following page.

2.1 FEEDBACK SHEET

BEGINNING READING READINESS
ACTIVITY SHEET

1. There are varying degrees of general readiness among the learners.

2. A learner may be "ready" in some areas and not in others. (Example: good oral language ability, good general health, poor visual and auditory perception.)

3. Learners will exhibit strengths and weaknesses within broad categories. (Example: good auditory perception, poor auditory memory.)

4. The readiness program cannot be represented by one standard set of procedures for all learners. It must be custom-made for each individual.

5. Specific instructional tasks for learners need to be determined. For example, in the area of language ability, what are the instructional objectives, activities, and assessment procedures which are necessary for mastery of the specific skills?

6. Other. Answer will vary.

Turn to the Self-Evaluation Record and check (√) your performance for objective 2.1.

2.2 FORMAL READINESS TESTS

Reports of kindergarten teachers are generally supplemented by a formal readiness test. Readiness tests such as the Gates-MacGenitic Readiness Skills Test, The Lee-Clark Readiness Tests and The Metropolitan Readiness Tests are examples of standardized tests administered to children to assess their readiness for beginning reading instruction.

Basic readiness skills assessed include skills in the areas of visual perception, auditory perception, fine motor coordination, word meaning, listening, alphabet knowledge and non-letter forms.

Generally, scores are given for (1) each skill category tested and (2) total readiness ability.

The child's performance on each skill may be rated from high to low or from outstanding to poor. These skill ratings may be used diagnostically to isolate skills the learner has mastered or in which the learner needs further instruction.

The total readiness score may be interpreted as a global estimate of whether the learner is ready to begin formal reading instruction. The total readiness score must be used in conjunction with other factors such as classroom performance and results of teacher-made tests. (Olsen and Dillner, 1976)

For the purpose of examining standardized readiness tests, the Metropolitan Readiness Test has been selected because it is representative of standardized readiness tests and is administered by many schools in West Virginia.

According to the Teacher's Manual of the Metropolitan Readiness Tests:

> Two levels of the 1976 MRT are required to provide adequate measurement of the wide range of skills of Kindergarten and beginning Grade 1 pupils. Level I is designed for use from the beginning through the middle of Kindergarten and may also be used at the end of Kindergarten with certain pupils for whom, in the opinion of the teacher, Level II would be too difficult. Level II is designed for use at the end of Kindergarten and beginning of Grade 1. Level I concentrates upon the more basic pre-reading skills, while Level II focuses on the more advanced, higher-level skills important in beginning reading and mathematics. While both Level I and Level II contain measures of auditory, visual, language, and quantitative abilities, the actual content and scores provided are different because Kindergarten and beginning Grade 1 pupils are, in general, at different stages of skill development....
>
> ...The test results provide valuable information for planning instructional activities that take into account the pupils' current level of skill development.

Formal Readiness Tests (continued)

Teachers are encouraged to view the tests as but one source of information about pupils. While the test results have considerable value, they should be viewed as tentative until substantiated by additional information about each pupil's level of skill development. This is especially true because young children undergo rapid growth of their pre-reading skills.

Teachers who have scored the tests and summarized the results will already have some idea of the class performance as a whole as well as the performance of individual pupils. If the tests have been machine-scored by the publisher's scoring service, or scored by someone else, teachers will not have had the opportunity to gain such impressions. The following guidelines will help teachers in working with the results for the class:

1. As soon as possible after recording the test score information on the Class Record, or after receiving the Class List Report from the publisher's scoring service, scan the class results. Look for possible errors in scoring, converting, or recording of scores, or other unexpected or unusual results.

2. Avoid any initial temptation to label pupils or to pigeonhole them as "fast," "slow," or average." First impressions can often be misleading, and standardized test results are subject to some degree of error. Use the test results as a basis for gathering additional information about individual pupils as well as for the class as a whole.

3. Accept the test results as a challenge to your ingenuity in finding out why the class or individual pupils obtained certain scores and in planning instruction for the group. Some questions that are often asked are these:

   - What opportunities have the pupils had for developing the skills measured by the MRT?
   - Have most of the pupils had a Kindergarten program? (If so, what types of experiences were provided? Was emphasis placed on academic skills or social development? Was the Kindergarten program relatively structured or unstructured?)
   - Are there pupils in the class for whom English is a second language?
   - Are there pupils with known or suspected learning disabilities who need further attention?

Formal Readiness Tests (continued)

- What socioeconomic levels and home backgrounds are represented in the class?

Answers to these questions constitute important background information necessary for proper interpretation of the test results.

Since both Level I and Level II are similar in format, Level II only will be presented in this package.

An example of each of the major skill areas in Level II and an explanation of the readiness factors involved follows:

AUDITORY SKILL AREA

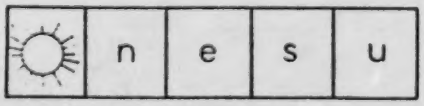
Certain auditory skills are needed for beginning reading. It is important for a child to identify words that begin with the same sounds and to match sounds with letters that represent the sounds. The tests measured the following skills:

1. Beginning Consonants (recognizing a word that begins with the same sound as a spoken word)

Example

The teacher names each picture in the row. The children are told to mark the picture that begins with the same sound as DAY.

2. Sound-Letter Correspondence (finding the letter that corresponds to the sound at the beginning of a spoken word)

Example 

The teacher names the picture in the box at the beginning of the row. The children are told to mark the letter that has the same sound as the beginning sound of the word just spoken.

Formal Readiness Tests (continued)

VISUAL SKILL AREA

Reading requires a child to match shapes and to be able to see letters in sequence from left to right. The tests measured the following skills:

1. Visual Matching (matching letters, words, numbers, or letter-like shapes)

   Example

KR	RK	NP	KR	ZM

   The children are told to mark the box that matches just what they see in the box at the beginning of the row.

2. Finding Patterns (finding a sequence of letters, numbers, or letter-like shapes within a group of symbols)

   Example

um	mug	fun	hum	buy

   The children are told to mark the group of letters that has in it exactly what they see in the box at the beginning of the row.

LANGUAGE SKILL AREA

In order to understand what is read, a child must understand the basic concepts and oral language used in the classroom and must be able to follow directions and to reason. The tests measured the following skills:

1. School Language (understanding vocabulary and concepts that are used in school)

   Example

   The teacher tells the children to mark the picture that shows the bird beside the can.

Formal Readiness Tests (continued)

2. Listening (understanding information and directions given orally)

Example

The teacher tells the children that Tom's mother poured him a glass of milk. Since Tom did not want it, his mother decided to do something so that he could have it later. The children are told to mark the picture that shows what she did.

QUANTITATIVE SKILL AREA (OPTIONAL)

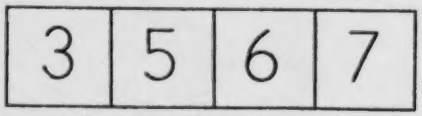
1. Quantitative Concepts (understanding concepts necessary for beginning mathematics)

Example

The children are told to mark the picture of the line that is just as tall as the tree.

2. Quantitative Operations (performing basic operations necessary for beginning mathematics)

Example



The teacher tells the children that Susan had four apples and that she ate one. The children are told to mark the number that tells how many are left.

Once the readiness test has been administered and scored, the teacher completes a profile sheet for each learner. The profile includes a raw score for each sub-test, a total score, stanine and performance rating.

Examine the individual learner profile on the next page and answer the questions on the study sheet which follows the profile.

Metropolitan Readiness Tests

LEVEL II
Form P

Pupil's Name De Marco (Last) Sal (First) A. (M) ☒ Boy ☐ Girl Age 6/8 (Years/Months)

Teacher E. Cheek Grade 1-1 Date of Test Sept. 10

School _____ City _____ State _____

SUBTEST	RAW SCORE (Number Right)	SKILL AREA		
		RAW SCORE	STANINE	PERFORMANCE RATING
1. Beginning Consonants	13			
2. Sound-Letter Correspondence	16	AUDITORY 29	9	Low Average High: L A (H)
3. Visual Matching	6			
4. Finding Patterns	16	VISUAL 22	6	L (A) H
5. School Language	6			
6. Listening	4	LANGUAGE 10	4	L (A) H
Pre-Reading Skills Composite		RAW SCORE 61	PERCENTILE RANK 73	STANINE 6 — PERFORMANCE RATING: L (A) H
7. Quantitative Concepts	6			
8. Quantitative Operations	11	QUANTITATIVE (Optional) 17	5	L (A) H

Figure 2 Completed Back Cover Page of a Pupil's Test Booklet

Taken From: Teacher's Manual Part II: Interpretation and Use of Test Results. Metropolitan Readiness Tests. Harcourt Brace Jovanovich, Inc., 1976.

2.2 METROPOLITAN READINESS TESTS

STUDY SHEET

1. What is the significance of the low, average, and high performance ratings?

2. How do the results of the Metropolitan Readiness Tests assist the teachers in planning classroom instruction?

3. Indicate the EC/LO concepts that are specifically measured by the Metropolitan Readiness Test. Circle the letter and/or the number of the concepts listed below which are included in the test.

   A. Visual Motor Tactile Kinesthetic Integration
      1. Eye-hand Coordination
      2. Left-right Progression
      3. Directionality

   B. Visual Perception
      1. Visual Discrimination
      2. Visual Memory

   C. Auditory Perception
      1. Auditory Discrimination
         a. gross sounds
         b. fine sounds
         c. matching sounds
         d. rhyming words
      2. Auditory Memory

   D. Language Development
      1. Sequencing
      2. Classifying
      3. Likenesses and Differences
      4. Opposites
      5. Rhyming
      6. Categorizing

   E. Gross and Fine Motor Skills

   F. Non-letter Forms
      1. Numerals
      2. Other Symbols

   G. Listening to Stories

Study Sheet (continued)

4. Are all the EC/LO's assessed on the Metropolitan Readiness Test?

5. In order to further assess learners on the basis of the EC/LO's, what other kinds of data would the teacher need in addition to a standardized test such as the Metropolitan Readiness Test?

Check your responses on the feedback sheet which follows.

2.2 METROPOLITAN READINESS TEST

FEEDBACK SHEET

1. a. Learners scoring low (L) will need instruction in skills which typically develop at an earlier age. Such children should not be forced into reading instruction until they have developed the necessary readiness skills. Individualization may be essential.

   b. Learners scoring average (A) will probably succeed in formal reading instruction. However, they may need assistance in specific skill areas.

   c. Learners scoring high (H) show good prognosis for success in formal reading.

2. a. Special attention should be given to those learners whose performance is at a consistently low level.

   b. Instruction should be varied to meet the instructional needs of learners.

   c. Provides one source of data for forming skill groupings.

   d. Other (answer will vary).

3. The essential competency concepts represented in the test are:

   A. Eye-hand coordination
   B. Visual perception
   C. Auditory memory
   D. Fine motor skills
   E. Non-letter forms
   F. Language development

4. Several specific skills under the EC/LO categories are not measured.

5. a. Classroom observation

   b. Previous developmental history (school and family)

   c. Teacher-made assessment

   d. Other (answer will vary)

Turn to your Self-Evaluation Record and check (✓) your progress for objective 2.2.

TERMINAL OBJECTIVE: 2.0

Program for Improving Reading Achievement

Readiness: Inservice
Mini-Package for Teachers

Attitude Feedback Form (AFF)

Directions: Please complete this form, tear it out of this inservice package, and submit it to your instructional leader.

1. Name one or more strengths of this section of the inservice package.

_____

_____

2. List suggestions for improvement or revision of the content of this section of the inservice package.

_____

_____

_____

3. What do you think about the organization and format of the materials of this section of the inservice package?

_____

_____

_____

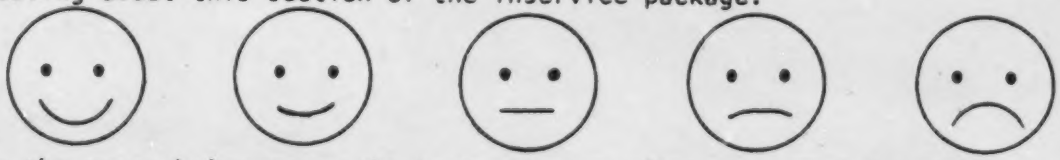
4. What do you think about the objectives and activities of this section of the inservice package? Please respond by identifying the enabling objectives by their numbers.

_____

_____

_____

5. Please circle or otherwise mark the face corresponding to your overall feeling about this section of the inservice package.



6. In the space below or on the back, please write any personal reactions which you feel are important in terms of assessing the value and worthiness of this section of the inservice.

_____

_____

_____

3.0 TERMINAL OBJECTIVE

At the conclusion of this section of the inservice, the participant will:

3.0 Develop a personalized plan for beginning readiness instruction which includes instructional decisions, preassessment, instructional activities, evaluation and record keeping.

3.1 After studying information on instructional decision making and preassessment design, the participant will write one preassessment item for each instructional decision.

3.2 After studying information on instructional strategies, the participant will plan one instructional strategy for readiness based upon an assigned task.

3.3 After studying information on record keeping and evaluation, the participant will design one master chart for the pre- and postassessment of readiness and one individual skill chart for continuous progress.

3.0 DEVELOPMENT OF PERSONALIZED PLANS FOR READINESS INSTRUCTION

Although teachers may examine indicators, cumulative folders and results of formal readiness tests for learners, the teacher must still make instructional decisions regarding each learner. The readiness program cannot be represented by one standard set of procedures (e.g., a readiness workbook). It must be custom-made for each individual. In order to personalize the readiness program, the teacher will need to consider the following:

Making Instructional Decisions
Designing Preassessment
Developing Instructional Strategies
Evaluating Outcomes
Developing a System of Record Keeping

3.1 INSTRUCTIONAL DECISIONS AND PREASSESSMENT

A. Instructional Decisions

It is the responsibility of the teacher to determine what concepts and skills the individual should be taught. Due to the uniqueness of teachers, the instructional decisions may vary, but the goals are basically the same. In making instructional decisions, the following points should be considered:

Instructional Decisions - What is to be taught?

a. Determine concepts/goals of readiness program.
b. Develop essential competencies for the readiness program using the EC/LO: K-8.
c. Develop specific learner outcomes using the EC/LO: K-8.

The essential competencies for reading readiness, as defined by the EC/LO: K-8 document and validated by the County Reading Administrators, are as follows:

1.0 The learner will demonstrate the visual-motor and kinesthetic integration necessary for readiness to read.

2.0 The learner will demonstrate the visual perception skills necessary for readiness to read.

3.0 The learner will demonstrate the auditory perception skills necessary for readiness to read.

4.0 The learner will use oral language skills to communicate with adults and peers.

5.0 The learner will exhibit motor skills in tests of dexterity.

6.0 The learner will demonstrate ability to identify numerals and other symbols.

7.0 The learner will demonstrate ability to listen attentively to material presented orally.

8.0 The learner will demonstrate personal/social adjustment. (author's addition)

In making instructional decisions regarding the readiness program, the teacher may make additions to these goals, depending upon the characteristics and needs of the learners in the school system.

Once the essential competencies for the readiness program have been determined, the teacher should develop learner outcomes. Sample learner outcomes are presented in the EC/LO: K-8 but are intentionally vague. For

3.1 Instructional Decisions & Preassessment (continued)

example, tasks involving visual perception are referred to but not specifically outlined. It is the teacher's responsibility and prerogative to determine the specific instructional task(s) to meet the essential competencies and the individual needs of learners.

Essential competencies can be met in a variety of ways, and the instructional methods, procedures, techniques and approaches will vary from teacher to teacher. The following analogy may help to clarify this point.

If one's goal were to make a cup of coffee, the person may choose from among several alternatives to achieve the goal. The coffee may be prepared by drip, perk, or the instant method, but the resulting outcome is still a cup of coffee. By the same token, in achieving an essential competency of the readiness program such as visual perception, the teacher may use a combination of ideas and tasks from commercial material; may develop teacher-made materials; may use learning centers; etc., but the outcome sought is still the same - skill in visual perception.

Below you will find the essential competency and learner outcomes for visual perception taken from the EC/LO: K-8. The authors have specified some activities which relate to one of the learner outcomes. Examine these tasks. As you scrutinize them, consider the following points:

1. Not all possible tasks are represented.

2. In developing the learner outcomes, the teacher would want to include several tasks ranging from simple to complex in proper sequence.

3. The teacher should consider the learner's developmental levels before requiring performance of a task.

4. The tasks will be used for the development of sample preassessment items.

ESSENTIAL COMPETENCY:
The student will demonstrate the visual perception skills necessary for readiness to read.

LEARNER OUTCOME:
Given activities involving visual discrimination, the student will recognize, match and discriminate likenesses and differences in shapes, colors, sizes, numerals, letters and common words.

Instructional Decisions & Preassessment (continued)

Activities and/or tasks involving visual discrimination may include the following. These tasks are not necessarily listed in sequential order.

a. Identify own name
b. Recognize colors
c. Recognize geometric shapes
d. Recognize sizes
e. Recognize letters of the alphabet
f. Recognize numerals from one to ten
g. Match sight words
h. Match objects with pictures
i. Sort objects, pictures, letters, etc.
j. Note incongruencies in pictures

B. Preassessment

Preassessments may take the form of (1) checklists, (2) informal paper-pencil tests, (3) interviewing techniques, or (4) performance testing through oral questioning. In preassessing learners, the following points should be considered:

Preassessment - What knowledge and skills does the learner possess prior to instruction?

a. Develop preassessment items for each learner outcome.
b. Identify learner outcomes mastered by individuals.
c. Identify learner outcomes in which individuals need instruction.

For the purpose of this objective, you are to utilize performance testing through oral questioning in the development of your preassessment.

Utilizing the format suggested on the following page, enter appropriate preassessment items for each task. Be prepared to share your responses with the total group.

3.1 VISUAL DISCRIMINATION PREASSESSMENT FORM

Directions: Utilizing the tasks identified for visual discrimination, develop a performance test item for each. Columns two, three and four on this form are used during the preassessment session with the learner. Complete column one only. The first entry is provided as an example.

Question Relating to Performance of Task	Student Response	Satisfactory Performance	Unsatisfactory Performance
a. Identify own name Given four printed names, the learner will be asked to select his/her own from among the four.			
b. Recognize colors			
c. Recognize geometric shapes			
d. Recognize sizes			
e. Recognize letters of the alphabet			

Visual Discrimination Preassessment Form (continued)

Question Relating to Performance of Task	Student Response	Satisfactory Performance	Unsatisfactory Performance
f. Recognize numerals from one to ten			
g. Match sight words			
h. Match objects with pictures			
i. Sort objects, pictures, letters, etc.			
j. Note incongruencies in pictures			

Your inservice leader will request that you share your preassessment items with the total group.

3.2 INSTRUCTIONAL STRATEGIES

Instructional strategies are selected on the basis of preassessment of learners and are designed to insure learner mastery of the skill. Therefore, if one instructional strategy does not insure mastery, the teacher will need alternative strategies. In designing instructional strategies, the following points should be considered:

> Instructional Strategy - What strategies can be developed to facilitate the individual's mastery of the learner outcomes identified by preassessment?

a. Design the activities to meet specific learner outcomes.
b. Design the activities to meet individual learner needs.
c. Design alternative activities for learners who need additional reinforcement or extension.
d. Specify resources (supplies, media, etc.) to accomplish the activities.
e. Design a self-evaluation component for learner feedback.

For the purpose of this objective, assume that you have preassessed the learner in visual discrimination and the following results were obtained:

The learner exhibited satisfactory performance in:
- identifying own name
- recognizing colors
- recognizing geometric shapes
- recognizing sizes
- matching colors, shapes, sizes and picture details
- matching objects with pictures
- sorting objects and pictures
- noting incongruencies in pictures

Unsatisfactory performance was noted in:
- recognizing letters of the alphabet
- recognizing numerals from one to ten
- matching sight words

Utilizing the above information, develop instructional strategies for one or more of the tasks in which unsatisfactory performance was noted. The inservice leader may divide you into groups for this activity. Activity sheets to complete the tasks are provided on the next three pages. Each group should complete one activity sheet.

3.2 INSTRUCTIONAL STRATEGIES

ACTIVITY SHEET

Directions: Consider the task you have been given. Write one objective which will help to accomplish the task. Then outline an instructional strategy for the objective and alternative strategies which could reinforce or extend the objective. List resources needed for the strategies. Indicate how learners could self-evaluate their performance on the task. Be prepared to share your ideas with other participants. You may need to use additional paper.

TASK: Recognizing Letters of the Alphabet

OBJECTIVE:

STRATEGY TO MEET THE OBJECTIVE:

ALTERNATIVE STRATEGIES FOR
REINFORCEMENT OR EXTENSION:

RESOURCES:

SELF-EVALUATION COMPONENT
FOR LEARNERS:

3.2 INSTRUCTIONAL STRATEGIES

ACTIVITY SHEET

Directions: Consider the task you have been given. Write one objective which will help to accomplish the task. Then outline an instructional strategy for the objective and alternative strategies which could reinforce or extend the objective. List resources needed for the strategies. Indicate how learners could self-evaluate their performance on the task. Be prepared to share your ideas with other participants. You may need to use additional paper.

TASK: Recognizing numbers from one to ten

OBJECTIVE:

STRATEGY TO MEET THE OBJECTIVE:

ALTERNATIVE STRATEGIES FOR
REINFORCEMENT OR EXTENSION:

RESOURCES:

SELF-EVALUATION COMPONENT
FOR LEARNERS:

3.2 INSTRUCTIONAL STRATEGIES

ACTIVITY SHEET

Directions: Consider the task you have been given. Write one objective which will help to accomplish the task. Then outline an instructional strategy for the objective and alternative strategies which could reinforce or extend the objective. List resources needed for the strategies. Indicate how learners could self-evaluate their performance on the task. Be prepared to share your ideas with other participants. You may need to use additional paper.

TASK: Matching sight words

OBJECTIVE:

STRATEGY TO MEET OBJECTIVE:

ALTERNATIVE STRATEGIES FOR
REINFORCEMENT OR EXTENSION:

RESOURCES:

SELF-EVALUATION COMPONENT
FOR LEARNERS:

The inservice leader will request that you share your instructional strategies with the total group.

3.3 RECORD KEEPING AND EVALUATION

In order to ascertain the continuous progress of learners in readiness, the teacher needs to design a system of record keeping for evaluation purposes. Adequate records would include delineation of specific readiness tasks and documentation of assessment results of each learner.

To develop a record-keeping system for evaluation, the following points should be considered:

Record Keeping and Evaluation:

1. Design records which document preassessment mastery or non-mastery of essential competencies and learner outcomes.
2. Design records which illustrate learner progress in assigned instructional tasks.
3. Design records which document non-mastery of learner outcomes.

Among the many options available for record keeping, the following are examples of those commonly utilized:

Individual skill charts
Conference assessment sheets
Prescription charts
Folders for each student
Progress charts
Checklist
Observation record

As a result of the teacher's record keeping, it is possible to determine which learner outcomes and which instructional strategies need modification.

Using the essential competency and learner outcome (page 35) and the sample tasks involving visual discrimination (page 36) develop:

a. a chart for pre- and postassessment
b. an individual skill chart for continuous progress

Turn to the next page for further directions.

3.3 RECORD KEEPING AND EVALUATION

MASTER CHART FOR PRE- AND POSTASSESSMENT

Directions: Develop a sample master chart for the pre- and postassessment for visual discrimination which includes the following components: (a) five learner first names, (b) the skills or objective numbers, (c) provision for record of mastery or non-mastery, (d) date.

The design of the master chart will vary from participant to participant. Turn to the feedback form on the next page if you wish to examine a sample chart.

3.3 RECORD KEEPING AND EVALUATION

SAMPLE MASTER CHART FOR PRE- AND POSTASSESSMENT
FEEDBACK FORM

	1.0 Identify Own Name		2.0 Recognize Colors		3.0 Recognize Geometric Shapes		4.0 Recognize Size		5.0 Recognize Letters of Alphabet		6.0 Recognize Numerals 1 - 10		7.0 Match Sight Words		8.0 Match Objects With Pictures		9.0 Sort Objects and Pictures		10.0 Note Incongruencies in Pictures	
Date																				
Name	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
AMY																				
CLAY																				
JAMIE																				
FRED																				
EMILY																				

Key: M = Mastery
Blank space = Non-mastery

If you have questions regarding the master chart, consult the inservice leader.

3.3 RECORD KEEPING AND EVALUATION

INDIVIDUAL SKILL CHART FOR CONTINUOUS PROGRESS

Directions: Develop an individual skill chart for continuous progress which includes: (a) name of learner, (b) specific skills or objectives prescribed, and (c) date achieved. This chart should be based upon preassessment results. In developing this chart, assume four areas that the learner did not master on the preassessment. It may be necessary to further delineate the skills.

The design of the individual skill chart will vary from participant to participant. Turn to the feedback form on the next page if you wish to examine a sample chart.

3.3 RECORD KEEPING AND EVALUATION

SAMPLE INDIVIDUAL SKILL CHART FOR CONTINUOUS PROGRESS FEEDBACK FORM

Name _____

Prescribed Activities and Skills	Mastery	Date Achieved	Partial Mastery	Non-Mastery	Comments
1.0 Identify Own Name					
2.0 Recognize Color					
2.1 Red					
2.2 Blue					
2.3 Green					
etc.					
3.0 Recognize Shapes					
3.1 Circle					
3.2 Triangle					
3.3 Square					
etc.					
5.0 Recognize Letters of the alphabet					
5.1 r					
5.2 b,d,p					

If you have questions regarding the master chart, consult the inservice leader.

Turn to the Self-Evaluation Record and check (✓) your performance for objectives 3.1, 3.2 and 3.3.

TERMINAL OBJECTIVE: 3.0

Program for Improving Reading Achievement

Readiness: Inservice
Mini-Package for Teachers

Attitude Feedback Form (AFF)

Directions: Please complete this form, tear it out of this inservice package, and submit it to your instructional leader.

1. Name one or more strengths of this section of the inservice package.

_____

_____

2. List suggestions for improvement or revision of the content of this section of the inservice package.

_____

_____

_____

3. What do you think about the organization and format of the materials of this section of the inservice package?

_____

_____

_____

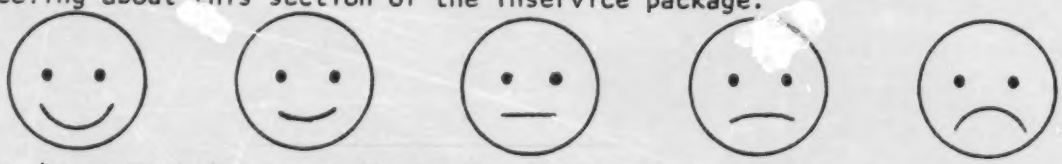
4. What do you think about the objectives and activities of this section of the inservice package? Please respond by identifying the enabling objectives by their numbers.

_____

_____

_____

5. Please circle or otherwise mark the face corresponding to your overall feeling about this section of the inservice package.



6. In the space below or on the back, please write any personal reactions which you feel are important in terms of assessing the value and worthiness of this section of the inservice.

_____

_____

_____

WEST VIRGINIA DEPARTMENT OF EDUCATION
BUREAU OF LEARNING SYSTEMS
DIVISION OF INSTRUCTIONAL LEARNING SYSTEMS

SELF-EVALUATION RECORD

Name: _____ Package Title: _____

Directions: List under the headings below the tasks which you have completed in this workshop. This Self-Evaluation Record will act as a reference point to measure your progress during and at the end of the workshop. The numbers in the parenthesis refer to the workshop's terminal objectives and enabling objectives.

	Achieved	Date	Partially Achieved	Not Achieved
(1.0) Demonstrate a knowledge of reading readiness skills.				
(1.1) After studying definitions(s) of reading readiness and reading readiness skills plus illustrative examples of each major readiness category contained in the Essential Competencies/Learner Outcomes: K-8, the participant will match the readiness skill with the illustrative example.				
(2.0) Synthesize formal and informal data for beginning readiness skills at the classroom level.				
(2.1) After studying information regarding the Indicators of Readiness for Beginning Reading for a group of learners, the participants will develop at least three implications of the indicators for classroom instruction.				
(2.2) After studying information regarding the Metropolitan Readiness Test, the participant will interpret the data by responding to each item on the Metropolitan Readiness Test Study Sheet.				

Self-Evaluation Record - 2

	Achieved	Date	Partially Achieved	Not Achieved
(3.0) Develop a personalized plan for beginning readiness instruction which includes instructional decisions, preassessment, instructional activities, evaluation and record keeping.				
(3.1) After studying information on instructional decision making and preassessment design, the participant will write one preassessment item for each instructional decision.				
(3.2) After studying information on instructional strategies, the participant will plan one instructional strategy for readiness based upon an assigned task.				
(3.3) After studying information on record keeping and evaluation, the participant will design one master chart for the pre- and postassessment of readiness and one individual skill chart for continuous progress.				

WEST VIRGINIA DEPARTMENT OF EDUCATION

BUREAU OF LEARNING SYSTEMS

DIVISION OF INSTRUCTIONAL LEARNING SYSTEMS

M = Mastery

R = Recycle

R/M Q = Did & Wish to go Beyond

V = Did Not Participate

READINESS: INSERVICE
MINI-PACKAGE FOR TEACHERS

EVALUATION - OBJECTIVE MASTERY CHART

Workshop Participants	TO - 1.0	TO - 2.0		TO - 3.0		
	1.1	2.1	2.2	3.1	3.2	3.3

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Learner, Janet W. Children with Learning Disabilities: Theories, Diagnosis, and Teaching Strategies. Boston: Houghton Mifflin Company, 1971.

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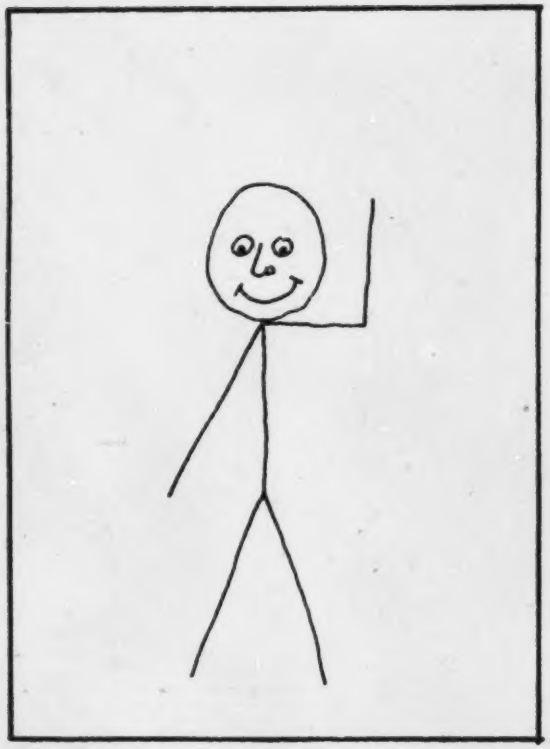
APPENDIX A

READINESS SKILLS - TRANSPARENCIES



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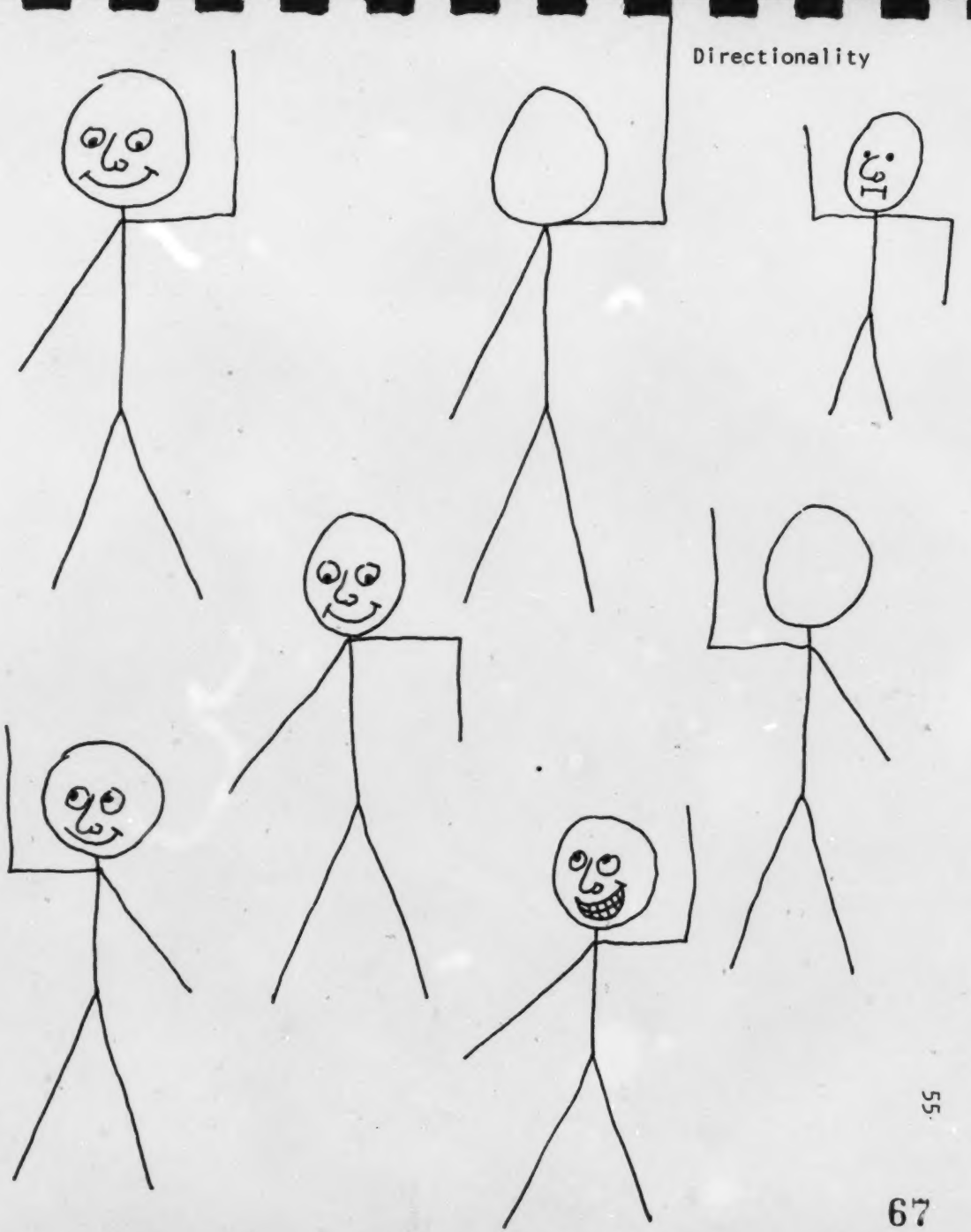

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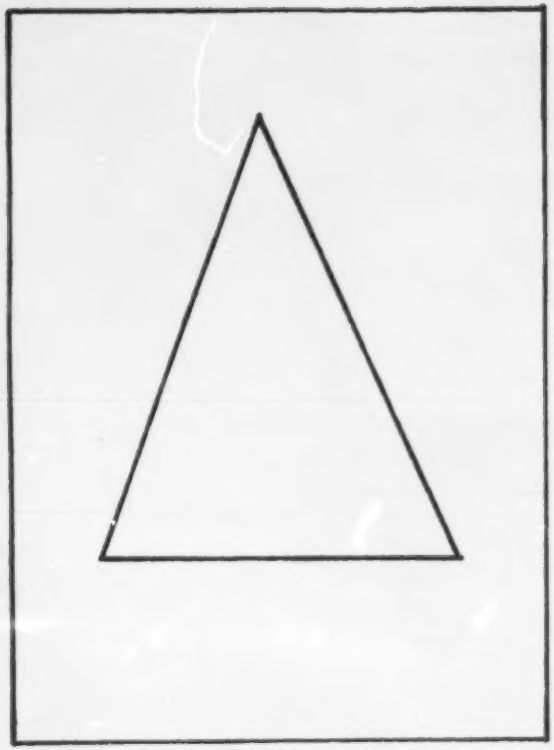

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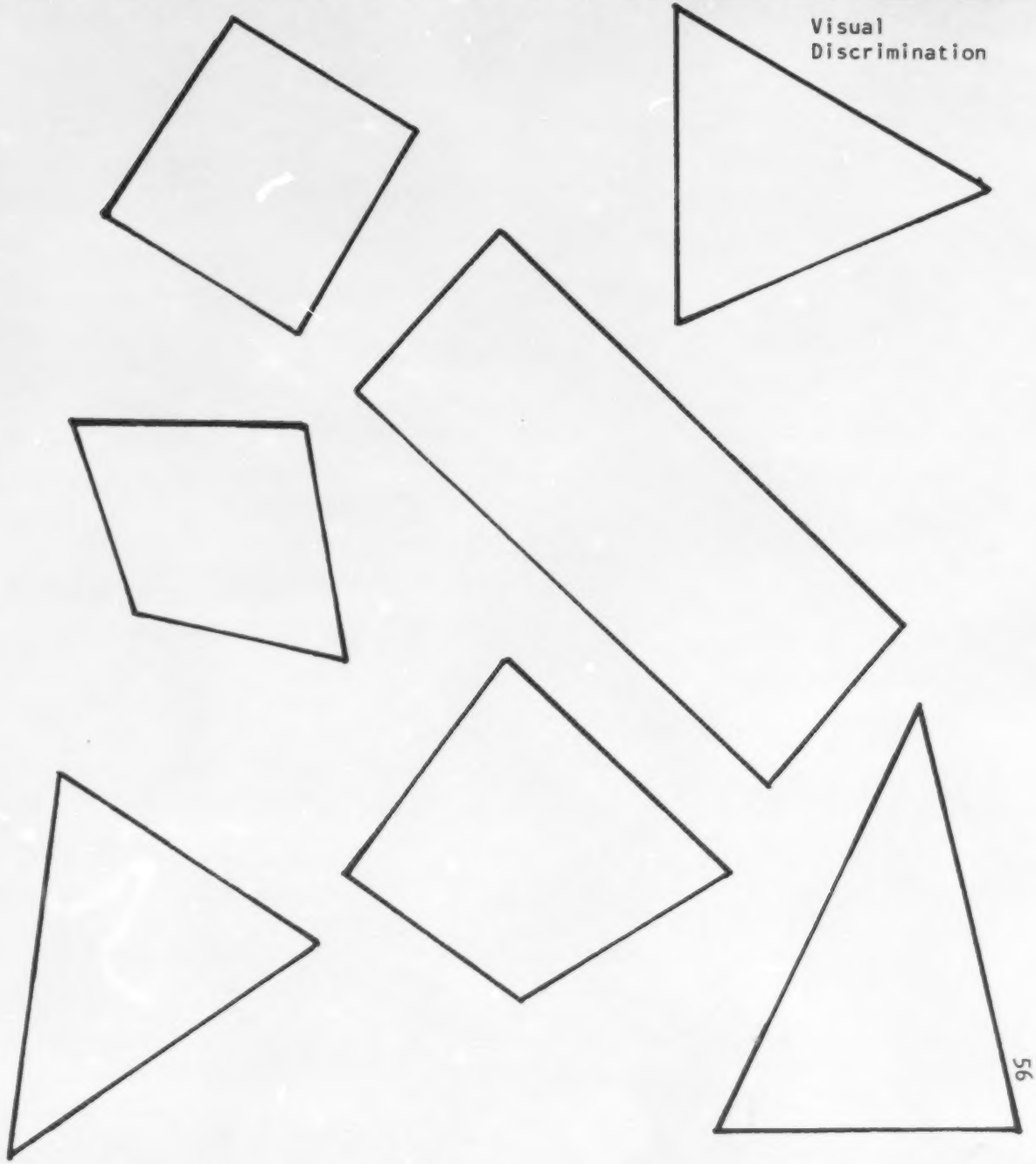

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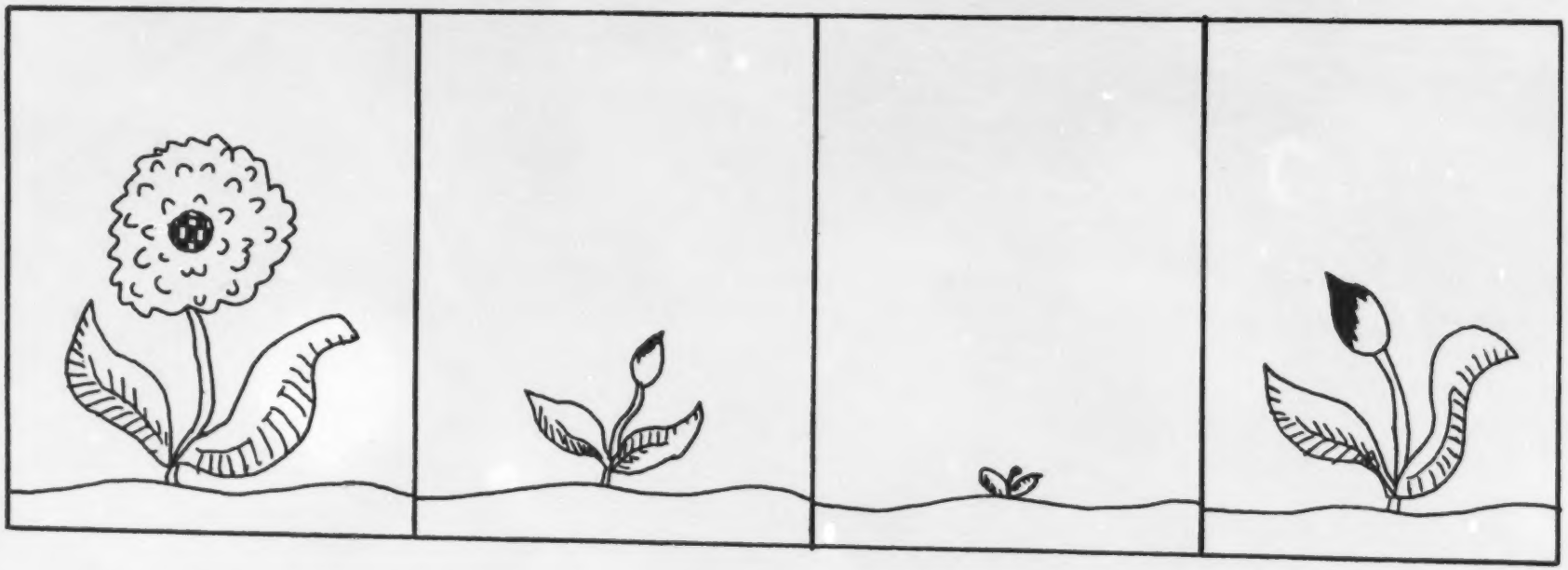


Classifying
or
Categorizing

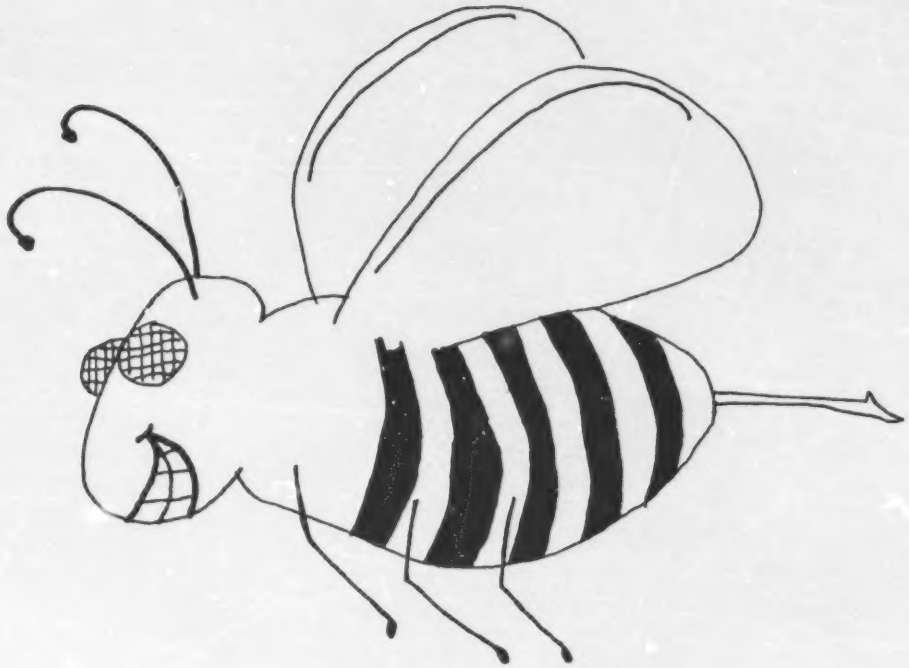
FARM ANIMALS

WILD ANIMALS

pig
squirrel
chipmunk

raccoon
cow
horse

sheep
deer
moose



12
1
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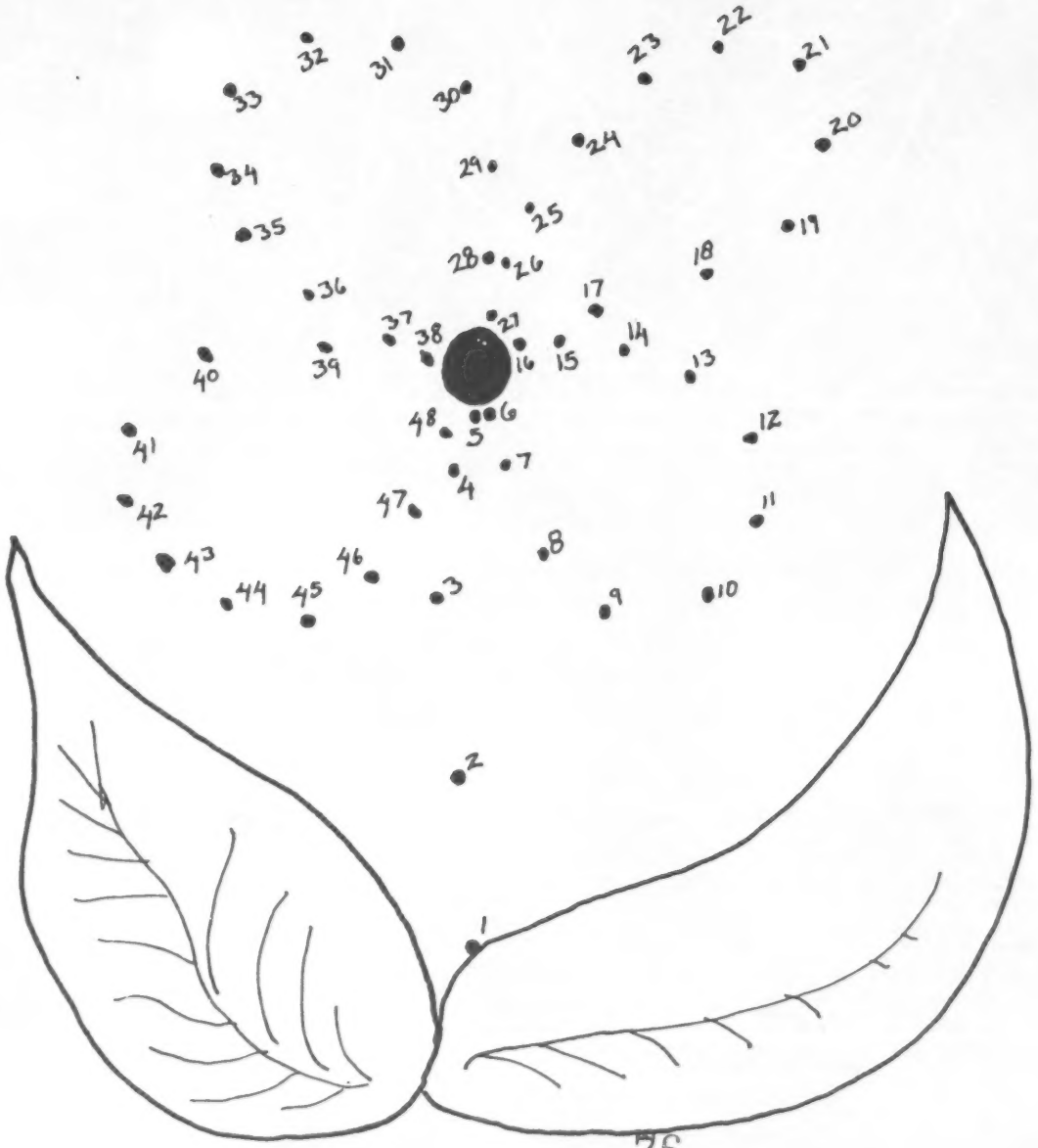
11

Non-Letter Form
or
Fine Motor

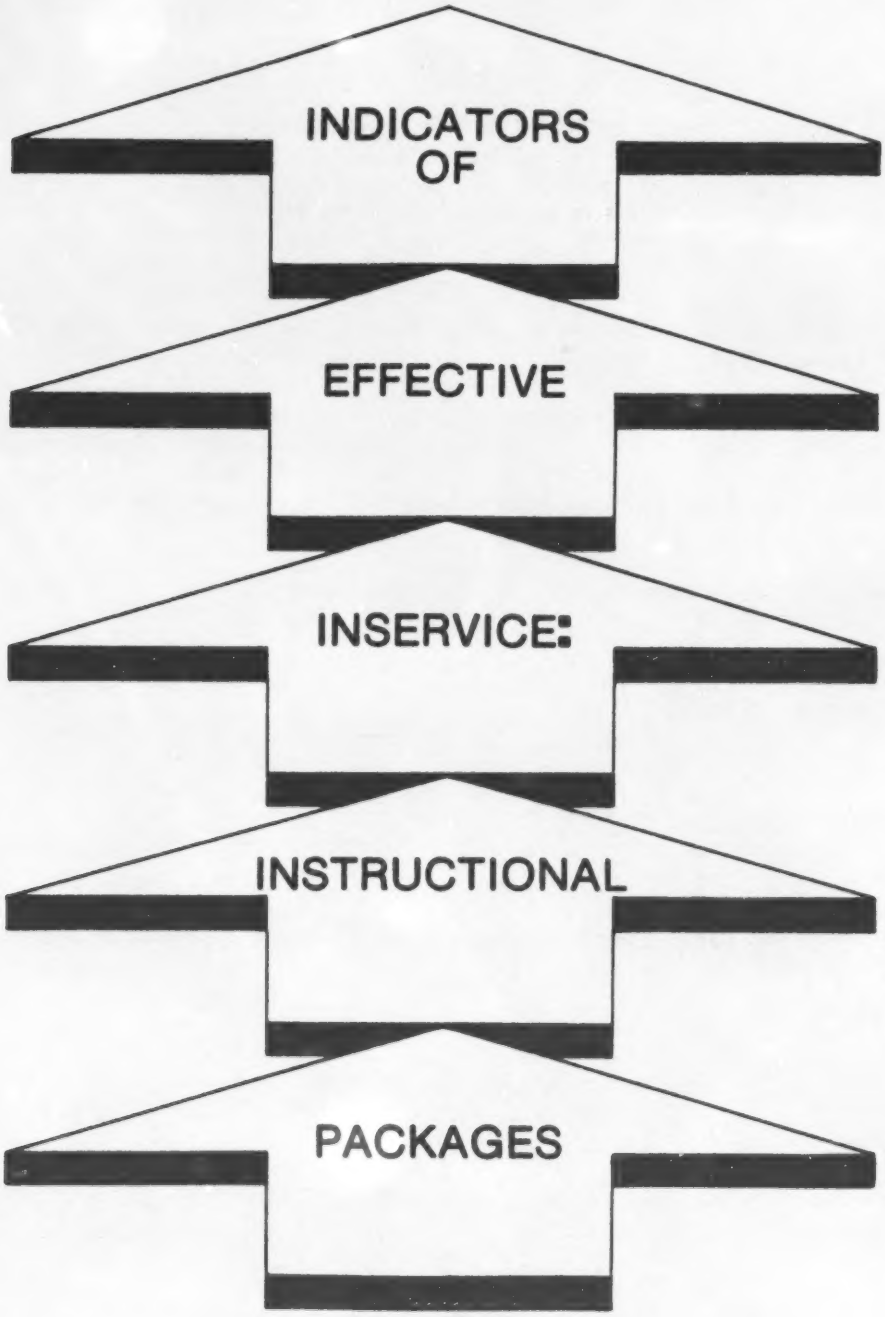


APPENDIX B

INDICATORS OF EFFECTIVE INSERVICE:

INSTRUCTIONAL PACKAGES

WEST VIRGINIA DEPARTMENT OF EDUCATION



Daniel B. Taylor
State Superintendent of Schools
West Virginia Department of Education

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INDICATORS OF EFFECTIVE INSERVICE:
INSTRUCTIONAL PACKAGES

Currently teachers are being asked to approach their professional responsibilities with a degree of quality never demanded before during the history of professional education. The demand for quality in teaching necessitates that the generalities and platitudes of the past be replaced by precise description. This means that mere talk of progress be replaced with specific change. Therefore, inservice programs must be designed to meet the identified needs of professional educators rather than inservice programs that are externally prescribed. Consequently, the instructional behaviors, programs, and materials developed for inservice education must be systematic, stimulating, psychologically sound, organized, and planned with instructional materials and media to meet the needs and interests of participants.

Therefore, the major consequence criteria of inservice programs focus on the follow-up use of new curriculum materials and updated instructional skills by professional educators in the classroom and the effect of these changes in their performance and pupil learning.

The purpose of Indicators of Effective Inservice: Instructional Packages is to provide a guide to the development of inservice instructional packages that will facilitate and enhance the probability of the outcomes of inservice programs on teacher effectiveness and pupil learning.

Acknowledgement is given to the following individuals for their efforts and contributions to the design and development of Indicators of Effective Inservice: Instructional Packages:

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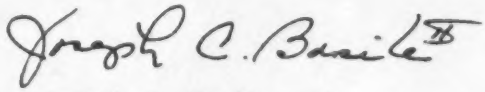

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INDICATORS OF EFFECTIVE INSERVICE:

INSTRUCTIONAL PACKAGES

Directions: Please read the enclosed inservice instructional package. Then section by section indicate whether this package meets the effective indicators noted below by checking Yes, No, or Unclear in the space provided to the left of each indicator. Please respond to all the indicators.

Yes	No	Unclear	
			A. Organization, Layout, Format of the Inservice Package:
_____	_____	_____	1. The overall visual appearance of the instructional package is attractive.
_____	_____	_____	2. The typing format is clear and the type face is consistent throughout the package.
_____	_____	_____	3. The type face is legible.
_____	_____	_____	4. The instructional package is paginated from start to finish including appendices.
_____	_____	_____	5. The instructional package is bound to permit easy page flipping and will lie flat without pages flipping back and forth.
_____	_____	_____	6. The instructional package includes a cover sheet which reflects a visual theme consistent with the main intent of the package.
_____	_____	_____	7. The instructional package is visually pleasing to the participant, provides both verbal and visual presentations, and includes proper credits to contributors to the package.
_____	_____	_____	8. The instructional package includes an array of multi-media techniques and creative use of sequencing techniques and use of colors where appropriate.
_____	_____	_____	9. There is a logical and uncomplicated sequence to the materials so that the participant can work his/her way through without much difficulty.

Yes	No	Unclear	
_____	_____	_____	10. The instructional package includes an introductory visual which illustrates the sequence of the package.
_____	_____	_____	11. The instructional package has a table of contents including, where applicable, a list of tables and figures.
_____	_____	_____	12. The instructional package includes a bibliography.
_____	_____	_____	13. This instructional package is attractive and contains materials you (the evaluator) would be proud of developing.

B. Rationale of the Instructional Package:

_____	_____	_____	14. Has a clear statement of purpose that establishes set and relevance for the materials - the <u>why</u> of the materials.
_____	_____	_____	15. Is derived from a theory or theories, operational models, or viable practitioner experiences.
_____	_____	_____	16. Establishes the "gestalt" and shows the relationship between and among the components of the package or other packages.
_____	_____	_____	17. Identifies prerequisite competencies for completion of this package.
_____	_____	_____	18. Communicates the intent of the package by gearing the language level to the age and type of group.

C. Objectives of the Instructional Package:

_____	_____	_____	19. State precisely and clearly what the participant is expected to perform.
_____	_____	_____	20. State precisely and clearly the conditions under which the participant is expected to perform.
_____	_____	_____	21. State precisely and clearly how well the participant is expected to perform (criteria or standards).

Yes	No	Unclear	
_____	_____	_____	22. Are identifiable as cognitive, performance, affective, and/or consequence.*
_____	_____	_____	23. Consider whether the objectives for the participants provide for future consequences in the classroom.
_____	_____	_____	24. Are achievable and relevant to the participant.
_____	_____	_____	25. Are consistent, sequentially ordered, and lead to logical outcomes.

D. Preassessment of the Instructional Package:

_____	_____	_____	26. Is diagnostic and guides the participant into the instruction or into the self-evaluation element.
_____	_____	_____	27. Is the first decision point for the participant and serves as an advanced organizer for the materials that follow.
_____	_____	_____	28. Creates positive motivation and encourages active participation for the materials that follow.
_____	_____	_____	29. Contains item(s) related to each objective, is based on criterion levels, and is tied to content, attitudes, and performance.

*Cognitive objectives are objectives that address the knowledge and intellectual skills/abilities expected of participants.

Performance objectives are objectives that must be demonstrated by participants rather than merely possessing knowledge about them. Performance objectives are:

a. interactive: objectives performed with learners (e.g., questioning skills)
b. non-interactive: objectives performed not in the presence of learners (e.g., organization of materials for learning)

Consequence objectives are objectives that address the ability of participants to bring about changes in learners. These objectives focus on the results brought about by what a participant "knows" (cognitive) and "does" (performance) when performing a professional role.

Affective objectives are objectives that focus on the attitudes, interests, and values of the participant.

Yes	No	Unclear	
			E. Instruction of the Instructional Package:
____	____	____	30. Is personalized whenever possible so that the inservice instructional mode matches the learning style of the participant - thus, it is self-paced and adaptive to participant's needs.
____	____	____	31. Has criterion-referenced instruction.
____	____	____	32. Includes a variety of verbal and non-verbal techniques.
____	____	____	33. Is designed so that the inservice leader models the intent of the objectives to facilitate participant outcomes. ("Leader practices what is preached!")
____	____	____	34. Provides for psychological set, meaningful interactions, and closure.
____	____	____	35. Operationally defines the vocabulary essential for utilization of the materials.
____	____	____	36. Includes learning activities that are meaningful to the participants.
____	____	____	37. Is humanistic through the utilization of alternative activities or instructional modes for participants.
____	____	____	38. Considers a time frame for accomplishment.
____	____	____	39. Provides positive reinforcement and acceptance of participant ideas.
			F. Self-Evaluation of the Instructional Package:
____	____	____	40. Is participant-oriented and participant-completed.
____	____	____	41. Tells the participant if he/she needs further instruction and on which objectives.
____	____	____	42. Is an individual progress report which culminates in a decision of mastery or non-mastery.
____	____	____	43. Measures the instructional package objectives and tells the participant what needs to be accomplished before going on to evaluation.

Yes	No	Unclear	
			G. Evaluation of the Instructional Package:
_____	_____	_____	44. Is a collaborative venture between the leader and participant and results in objective data. These data are used to assess the reliability, validity, and achievement of the instructional package objectives.
_____	_____	_____	45. Provides evidence to indicate the participant performance in terms of the criterion level of the objectives.
_____	_____	_____	46. Reflects attitudes of the participant toward the leader's instructional effectiveness, the inservice instructional package, and the inservice instructional climate.
_____	_____	_____	47. Is humanistic since the results are used to foster continuous progress toward enriching the participant's professional development and <u>not</u> to rank or compare participants against each other.

Overall reactions to the inservice package _____

_____

_____

_____

_____